

**North Ayrshire Council**

**Education and Youth Employment**

**Auchenharvie Academy**

******Improvement Plan 2017-18**



**Vision, Values and Aims**

 ***Auchenharvie Academy*** 

***Our Vision/Aim is…***

***To provide an equitable and excellent learning environment for ALL pupils which maximises their full potential and supports them into appropriate, positive and sustainable destinations.***

***Our Values***

***Respect Equality Determination***

**Council Priorities:**

The five Council strategic priorities for 2015-2018 are detailed below:

* **Growing our economy, increasing employment and regenerating towns**
* **Working together to develop stronger communities**
* **Ensuring people have the right skills for learning, life and work**
* **Supporting all of our people to stay safe, healthy, and active**
* **Protecting and enhancing the environment for future generations**

**National Improvement Framework:**

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

* Improvement in attainment, particularly in literacy and numeracy
* Closing the attainment gap between the most and least disadvantaged children
* Improvement in children and young people’s health and wellbeing
* Improvement in employability skills and sustained, positive school-leaver destinations for all young people

**Strategic Outcomes 2017-2018**

“Ensuring people have the right skills for learning, life and work”

**Education and Youth Employment Directorate**

**National Improvement Framework Priorities 2017:**

1. Closing the attainment gap between the most and least disadvantaged children 2. Improvement in attainment, particularly in literacy and numeracy

3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations

**Service Priorities 2017-2018**

**2. High quality learning and teaching is taking place in all our establishments**

* Develop and implement a strategic vision for learning and teaching for all of our learners.
* Evaluate and enhance our curriculum from early level to Senior Phase.
* Support and strengthen the professional capacity of staff.
* Design and implement a framework to ensure we develop high quality leaders of learning.

**1. We are reducing inequalities and delivering improved outcomes for children and young people**

* Embed and extend nurturing approaches to promote inclusion across all education establishments.
* Within the framework of the corporate Fair for All and directorate inclusion strategy, ensure effective support for children and young people.
* Ensure effective implementation of Children & Young People (Scotland) Act 2014.
* Encourage and support active collaboration and engagement with parents, including family learning in partnership with other Council directorates and partners.
* Develop a range of strategies to support the mental and emotional wellbeing of our children and young people.
* Ensure we develop and deliver an effective early years’ service which will provide flexible learning and a blended model of childcare provision.
* Ensure our school estate provides high quality learning environments

**4. Levels of attainment and achievement are improving for all learners**

* Raise attainment and achievement throughout the BGE and Senior Phase through innovative approaches to learning and teaching.
* Further develop a Senior Phase curriculum that blends different types of learning and provides a range of appropriate learning pathways leading to the achievement of qualifications and awards at all levels.
* Integrate a range of personal and wider achievement options into learning programmes to enhance the skills and qualifications of learners.
* Maintain a specific focus on reducing poverty related attainment gap and maximise learning potential of specific groups of learners including LAC.

**5. High numbers of our young people are entering positive and sustained post-school destinations**

* Strengthen partnership links and collaborative arrangements with the FE and HE sectors, employers, commerce and the third sector.
* Continue to support young people with additional support needs (ASN) to secure a sustained destination that meets their needs.
* Ensure our young people leave school with the skills employers need.
* Work towards embedding national career and work placement standards.
* Work with key partners to enable young people to participate in appropriate apprenticeship programmes for our young people.

**3. Self-evaluation and performance improvement are embedded throughout our schools and central support teams**

* Consolidate our approach to self-evaluation to ensure a consistency of rigour which will support continuous improvement planning in all education establishments.
* Further refine our approaches to the use of data and research to inform effective teaching and learning, including benchmarking, Teachers’ Professional Judgement, national standardised assessments and ‘what works’ elsewhere.
* Further develop reporting of management information to inform policy and practice, and to meet the requirements of the National Improvement Framework
* Develop and implement plans to respond to employee engagement and stress surveys.

**Strategic Plan – Auchenharvie Academy** 

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| **Directorate Priorities** | **We are reducing inequalities and delivering improved outcomes for children and young people** | **High quality learning and teaching is taking place in all our establishments** | **Self-evaluation and performance improvement are embedded throughout our schools and central support teams** | **Levels of attainment and achievement are improving for all learners** | **High numbers of our young people are entering positive and sustained post-school destinations** |
| **High Level Objectives** | * Implementation of Positive relationships policy. * Implementation of Family Learning / Parental Engagement activity. * To continue to promote and progress Nurturing principles within the school * Review of Attendance procedures/policy * Implementation of data base to track pupil inclusion/ participation. * Development of House Ethos building programme. * Starting the process of becoming a Rights Respecting School * Revamping and relaunching the PSE programme for all year groups. * Full audit of wellbeing throughout the school. * Implementation of Anti-Bullying policy. | * Creation and implementation of whole school T+L policy. * Implementation of year 1 of Lit/Num/Dig Lit/ HWB strategies. * Staff CLPL on effective use of HOTS * Departmental moderation of planning, learning, teaching and assessment. * Audit of BGE curriculum E’s and O’s * Creation of whole school STEM strategy incorporating cluster. * Implementation of revised IDL programme. * Consideration of Outdoor Learning to enhance BGE curriculum. * Implement opportunities for practitioner enquiry. * Finalise and implement plans for Personal Support. | * Implement revised self-evaluation calendar. * Implementation of self-evaluation policy. * Extend opportunities for formal/ informal classroom observation incorporating learning rounds and reciprocal visits. * Creation of internal CPD leadership academy arising from PRD. * Implementation of revised policy and practice in allocation of Pupil Support. * Enhanced CPD for staff on the effective use of INSIGHT. | * Creation and Implementation of whole school Homework policy. * Creation and implementation of whole school tracking and monitoring policy. * Staff CPD on the effective use of data from T+M to impact on classroom practice. * Forensic focus on Literacy/Numeracy data to close the attainment gap with particular focus on LAC and SIMD 1-2 * Programme of targeted mentoring introduced. * The impact of wider achievement activities into wider community. * Increasing pupil leadership through involvement in SIP priorities. | * Database implemented to track pupil intended destinations. * Careers timetable devised and implemented by departments (CES) * Increased employer engagement in the BGE. * National Work Placement Standards implemented in S4 * 3-18 standards embedded in Auchenharvie Academy. * DYW courses implemented in S3/4. * Foundation Apprenticeships offered in senior phase. |

**Improvement Plan – Auchenharvie Academy**

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| **Strategic Priority:** We are reducing inequalities and delivering improved outcomes for children and young people. | | | | | |  |
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| **High Level Objectives** | **HGIOS**  **NIF**  **WBI** | **How will we achieve this?** | **Pupil Outcomes** | **Measurement** | **Timescale** | **Lead Staff** |
| * Implementation of Positive relationships policy. * Implementation of family Learning / parental engagement activity. * To continue to promote and progress Nurturing principles within the school * Review of Attendance procedures/policy * Implementation of data base to track pupil inclusion/ participation. * Development of House Ethos building programme. * Update PSE and relaunch PSE programme * To work towards the Rights Respecting Schools status * Full audit of Wellbeing throughout the school * Implementation of Anti-Bullying policy. | **HIGIOS**  1.1  1.2  2.1  2.5  3.1  3.2  **NIF**  1  2  3  **WBI**  Safe  Healthy  Nurtured  Respected  Responsible  Included | Policy launched  Fully consult with parents, carers, young people and staff throughout the year on content. Review the policy  Participation in Parental empowerment programme  Participation in CELCIS partnership programme.  Universal and targeted family learning supports planned and provided.  Establish a designated Nurture area within the school to support needs of young people.  Procedures and policies that have a positive impact and focus on support and proactive approaches  Database created to capture pupil participation and inclusion, in consultation with learners and key staff. Database reviewed termly to identify non-participation and barriers to inclusion. Key staff consulted to identify learners and to offer appropriate opportunities and supports.  House system that reflects values and positive relationships. Provide young people with opportunities to lead. Assembly programme in place to promote this  Use bullying and CP logs to devise PSE programme – June 2017.  Use PASS survey information  To start the process and work involved in becoming a Rights Respecting School.  Audit current wellbeing provision – June 2018  To produce a policy in draft form that links in with NA policy and Respect Me training. June 2018 | Young people will have consistency and routine. They will be listened to but will also learn from experiences. Young people will feel fully involved and part of the process.  Enhance parental engagement in school / pupil learning to maximise attainment and parental participation.  The needs of young people who require more input will be met**.** Young people will be better equipped to deal with situations in and out of classroom.  Proactive and supportive approach that means young people want to be in school.  All learners will be supported appropriately to participate across the curriculum and in the wider life of the school.  Young people leading assemblies and contributing to assembly programme. Young people feeling sense of ownership and pride in their House identity  Young people fully participate and engage in lessons.  Young people are confident about what their rights are. Staff are fully aware of what it entails  Young people feel safe and supported in school. Issues are reported and positive outcomes are achieved.  Young people feel safe and supported throughout the school with any issues that arise. | Policy reviewed and updated.  Focus groups with parents/young people/staff. Reduction in discipline issues  CANI coaching evaluations  CELCIS evaluations  Increased parental engagement at relevant school events  Pupil/parent feedback  Evaluation and impact statements after programmes of work  Increase in attendance %. Positive parental engagement  % of Learners identified as not participating or experiencing barriers to participation decreases over time.  House events calendar  Assembly programme in place  PSE programmes in place.  Focus groups for staff and young people to evaluate effectiveness  Pupil and parent feedback.  Log reflects positive outcomes  Rights Respecting school status achieved at first stage  Feedback from Wellbeing questionnaires  Policy is devised and feedback from all young people, parents. Staff and partners | DP June 2017  Updated policy June 2018  October 17  October 2017  December 2017  December 2017  Implement August 2017 and Ongoing throughout session.  October 2017  August 2017  Quarterly reviews  December 2017  June 2018  June 2018 | L Davis  PPR team  Young People  A Hopton  L Davis  H McColl  T Small  Young People  L Davis  PTs PC  S Scholes  PTs PC  Admin staff  Staff lead  Young People  PTs PC  Staff lead  L Davis  PT PC  FHs  C Scott  L Davis |

**Improvement Plan – Auchenharvie Academy**

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| **Strategic Priority:** High quality learning and teaching is taking place in our school. | | | | | |  |
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| **High Level Objectives** | **HGIOS**  **NIF**  **WBI** | **How will we achieve this?** | **Pupil Outcomes** | **Measurement** | **Timescale** | **Lead Staff** |
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| * Creation and implementation of whole school T+L policy. * Implementation of year 1 of Lit/Num/Dig Lit/ HWB strategies. * Staff CLPL on effective use of HOTS * Departmental moderation of planning, learning, teaching and assessment. * Audit of BGE curriculum E’s and O’s * Creation of whole school STEM strategy incorporating cluster. * Implementation of revised IDL programme. * Consideration of Outdoor Learning to enhance BGE curriculum. * Implement opportunities for practitioner enquiry. * Finalise and implement plans for Personal Support. | **HGIOS**  1.2  1.3  2.2  2.3  2.4  **NIF**  1  2  **WBI**  Healthy  Achieving  Active  Respected  Responsible  Included | SLWG established to produce whole school T+L policy.  Policy consulted upon and implemented following staff CPD  Staff CPD on all RofA strategies.  Identified strategic lead staff to oversee implementation.  Use of collegiate meeting to deepen staff understanding on effective use of HOTS.  BGE Strategy for Auchenharvie Academy to be launched and implemented. This will provide FHs with a shared understanding of what departmental moderation activities and planning for learning and assessment should look like at strategic points within the self- evaluation calendar at dept level.  - FHs to implement moderation activities as part of self-evaluation procedures  Audit of BGE curriculum conducted through CfE Machine.  Focus on spread of E’s and O’s from subjects and RofA areas.  SLWG established to plan and create whole school 3 year STEM strategy for implementation 2018/19.  Implementation of S1 year group IDL incorporating input from all subject areas. Murder Mystery – Auchenharvie Castle  Departments to discuss opportunities for meaningful, planned outdoor learning as an established part of their BGE curriculum.  Practitioner enquiry opportunities provided through WTA focussed on T+L.  Create and issue personal support booklets to selected staff. A focus group will run to offer staff support in delivery of the program and how it will be implemented in the allocated class time. | Increased consistency in approaches to T+L.  Increased pupil voice in T+L approaches  Increased awareness of RofA areas.  Improved consistency in RofA areas.  Improved levels of Lit/Num/HWB/Dig Lit  Greater opportunities to use/develop HOTS through daily classroom experience.  Throughout lesson observations and monitoring & tracking data, young people will be better engaged in their learning - Higher number of young people across the BGE will be making consistent progress across each CfE level.  Improved spread of E’s and O’s through S1-3 BGE curriculum in RofA areas.  Increased quality of STEM curricular provision.  Increased inclusive approaches to STEM provision in BGE.  Young people will benefit from a one week long IDL programme in S1 planned using E’s and O’s and assessed on literacy benchmarks.  Increased engagement/ motivation in learning.  Increased opportunities for contextualised outdoor learning.  T+L enhanced in particular area of focus for professional enquiry.  Young people have a first point of contact who will support and encourage them to reflect on and discuss their progress across the curriculum, and what their next steps should be. | Policy produced and implemented.  Staff / young people consultation, CPD undertaken  Increased consistency in T+L observed through formal observations.  Tracking data – whole school and departmental.  PASS survey.  Increased pupil awareness of RofA through survey.  Increased staff confidence in use of HOTS.  Lesson observation identify more consistent and increased use of HOTS.  CfE Level progress within dept monitoring & tracking system to show young people progression within levels as well as across levels in S1-S3  -DM Minutes to show evidence of departmental time spent on moderation in a collegiate manner.  Audit of E’s and O’s complete.  Detailed analysis complete and appropriate interventions made.  3 year STEM strategy completed and ready for implementation in August 2018  IDL project created and implemented.  Pupil / staff Evaluations on IDL proforma.  Outdoor learning will feature in all subject BGE curriculum courses.  Practitioner enquiry has taken place leading to enhanced curriculum experiences for young people.  Young people are focused on their learning from the start of the day, fully aware of the school values, vision and have the skills to make informed decisions in turn raising attainment and achievement. | April 18  Sept 17  Collegiate Meeting  Oct 17  From Aug 17 until June 18  April 2018  May 2018  October 17  October 17  May 17  June 17 | J.Herd  SLWG  P.Hughes (Lit)  M.Fletcher (Num)  F.McDonald (HWB)  N.West (Dig Lit)  S.Scholes  L.Riddell  FHs  Curriculum Group  K.Scott (FH Science)  P.Keaveny (FH Tech)  M.Fletcher (FH Maths/ Numeracy)  SLWG  Curriculum Group  All staff  All staff  C.Scott  PTs PC |

**Improvement Plan – Auchenharvie Academy**

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| **Strategic Priority:** Self-evaluation and performance improvement are embedded throughout our schools and central support teams. | | | | | |  |
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| **High Level Objectives** | **HGIOS**  **NIF**  **WBI** | **How will we achieve this?** | **Pupil Outcomes** | **Measurement** | **Timescale** | **Lead Staff** |
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| * Implement revised self-evaluation calendar. * Implementation of self-evaluation policy. * Extend opportunities for formal/ informal classroom observation incorporating learning rounds and reciprocal visits. * Creation of internal CPD leadership academy arising from PRD. * Implementation of revised policy and practice in allocation of Pupil Support. * Enhanced CPD for staff on the effective use of INSIGHT. | **HIGIOS**  1.1  1.2  1.3  1.4  2.3  2.4  3.2  **NIF**  1&3  **WBI**  Achieving  Nurtured  Respected  Responsible  Included | Calendar in place and launched to staff.  Policy launched to FLs and staff.  Build capacity for staff to observe and share good practice.  Use PRD interview feedback to collate areas of focus to support but also further staff’s skills and expertise. CPD leadership programme in place.  Policy in place and launched to staff, young people, parents and partners.  J Pringle to deliver personalised training session to all curriculum and Guidance staff on the effective use of INSIGHT data to inform improvement on the September in service day. | Enhanced pupil experience as a result of using information from self-evaluation to plan for improvement.  Young people to achieve better outcomes within their subjects and in the wider life of the school as a result of data being collected from self-evaluation being used to plan for improvement.  Staff are sharing practice and incorporating the best into their class teaching leading to improvements in achievement and attainment.  Pupil’s experiences in and out of the classroom will be enhanced.  Pupil’s achieve and progress within their classroom environment or within the Pupil Support area.  All young people to achieve a LIT/NUM qualification at the point of exit.  All young people to be better advised on future option choices based on previous attainment and achievement.  Young people to benefit from an equitable curricular provision. | Calendar in place, staff and FHs following this and using QI machine to submit data.    Feedback from focus groups (young people, parents and carers). Raised attainment and achievement evidenced through T&M data  Tracking and Monitoring data, feedback from young people.  CPD programme in place.  Staff attending and delivering sessions.  Focus group feedback from staff, young people and parents.  Evaluation and impact statements. More young people in the classroom.  % of LIT/NUM passes At N3-N5 level  Personalised learning journeys to be mapped out for all young people.  Wider range of courses on offer for young people.  % young people staying on at school to increase.  % increase in the SQCF points at time of exit per pupil | August 2017  June 2018  May 2018  October 2017  August 2017  September 17 | P Hughes  P Hughes  P Hughes/All Staff  L Davis  S Kirkpatrick  R Muirhead  L Davis  SLT  FHs  PT Guidance Team |

**Improvement Plan – Auchenharvie Academy**

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| **Strategic Priority:** Levels of attainment and achievement are improving for all learners. | | | | | |  |
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| **High Level Objectives** | **HGIOS**  **NIF**  **WBI** | **How will we achieve this?** | **Pupil Outcomes** | **Measurement** | **Timescale** | **Lead Staff** |
|  |  |  |  |  |  |  |
| * Creation and Implementation of whole school Homework policy. * Creation and implementation of whole school tracking and monitoring policy. * Staff CPD on the effective use of data from T+M to impact on classroom practice. * Forensic focus on Literacy/Numeracy data to close the attainment gap with particular focus on LAC and SIMD 1-2. * Programme of targeted mentoring introduced. * The impact of wider achievement activities into wider community. * Increasing pupil leadership through involvement in SIP priorities. | **HGIOS**  1.2  1.3  1.5  2.2  2.3  2.4  3.2  **NIF**  1  2  3  4  **WBI**  Achieving  Nurtured  Active  Respected  Responsible  Included | SLWG established to create whole school homework policy incorporating Show My Homework and aspects of T+L policy.  Key staff to lead policy creation / consultation / implementation of T+M policy.  Staff CPD provided through collegiate/ In service time on aspirational target grades and universal / targeted learning conversations.  Key staff to conduct forensic analysis of data and plan targeted interventions with class teachers for identified young people.  4 stream targeted mentoring programme established and impacting on outcomes for young people.  Using labour-market intelligence data, identify and offer learners opportunities for wider achievement to link with learner pathways and community priorities.  Eco-Schools committee and activities to link with, support and develop local community projects and priorities.  Pupil representation on all SIP working groups and in all relevant and appropriate tasks. | Improved consistency in volume of homework issued to all young people.  Enhanced homework support the SmHw software.  Improved quality of information received through T+M systems.  Improved attainment.  Young people benefit from enhanced staff knowledge / consistency in using data to impact on classroom practice.  Improved support for Lit / Num for all young people and targeted support for young people at risk of underachieving against national standards.  Improved attainment in Lit/Num/HWB outcomes and in targeted senior phase cohorts.  Learners are provided with appropriate opportunities to develop skills and knowledge relevant to chosen pathways within and beyond school community.  Learners are empowered to take on leadership roles, become responsible citizens and contribute effectively to their own communities.    Learners are applying and increasing their achievements through active participation in their local community.  Greater pupil voice in school improvement outcomes.  Enhance pupil confidence / leadership. | % homework return improved.  Monitoring of homework volume issued departmentally.  Policy implemented.  Policy impacting on pupil attainment in BGE and Senior Phase.  Staff CPD undertaken  Improved staff confidence in using data and holding effective learning conversations.  Improved Lit / Num data through teacher judgement surveys and national tesing.  Improved Lit / Num levels in senior phase.  Improved Lit/Num attainment.  Improved HWB outcomes measured through PASS.  Improved attainment in S4 5@5.  Improved positive destinations and tariff points, identified through Insight for Senior Phase and increased achievements recorded in S3 profiles.  Increased celebration of successes, in local media.  Pupil focus groups and surveys record increased opportunities for wider achievement and working beyond the classroom and school.  School awarded Green Flag Award.  Pupil representation on identified SIP priority tasks.  Young people actively contributing to school improvement decisions. | January 18  November 17  November 17  December 17  Established August 17  Ongoing throughout session.  Ongoing throughout the session.  June 2018  Allocated August 17  Ongoing throughout session. | SLWG  J Herd  N West  Dept named person  L Riddell  S Scholes  L Riddell  S Scholes  P Hughes  M Fletcher  S Scholes  S Scholes  L Riddell  Identified mentor staff.  S Scholes  J Herd  S Sheriffs & Eco-Schools Committee  C.Johnston  Volunteer young people. |

**Improvement Plan – Auchenharvie Academy**

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| **Strategic Priority:** High numbers of our young people are entering positive and sustainable post-school destinations. | | | | | |  |
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| **High Level Objectives** | **HGIOS**  **NIF**  **WBI** | **How will we achieve this?** | **Pupil Outcomes** | **Measurement** | **Timescale** | **Lead staff** |
|  |  |  |  |  |  |  |
| * Database implemented to track pupil intended destinations. * Careers timetable devised and implemented by departments (CES 3-18) * Increased employer engagement in the BGE. (CES 3-18) * National Work Placement Standards implemented in S4 * DYW courses implemented in S3/4. * Foundation Apprenticeships offered in senior phase. | **HGIOS**  1.3  1.5  2.2  2.6  2.7  3.1  3.3  **NIF**  4  **WBI**  Achieving  Nurtured  Respected  Responsible  Included | Database created to capture intended destinations, in consultation with learners and staff.  Database used by staff, supported by professional learning, to capture learners’ intended destinations from options interviews, PSE and DYW programmes, and learning conversations.  Database reviewed at key transition points across S1- S6 to identify learners without intended destinations and those experiences barriers to entering a positive and sustainable destination.  Following consultation with staff, all departments will have a 1 week focus on the possible career paths available to young people specialising in their subject. This will include input from local employers where possible. BGE focus.  Liaise with Ayrshire Chamber of Commerce and local authority to highlight local employers open to engagement with the school.  Letter all families to find out if any parents or carers can provide employer engagement.  Every S4 pupil will have the opportunity to experience some form of work placement that is of interest to them. This will be sourced through the ‘workit’ platform, supported by the Ayrshire Chamber of Commerce. Young people will also be supported to acquire self-found placements. Further information is given in the WPS self-evaluation.  S4 Barista/Employability course will continue into year 2, with delivery from Ayrshire College and SkillsForce.  S3 Nail Bar Project will be implemented.  Options for S2 DYW project will be explored.  Continued partnership working with Ayrshire College to support young people (6 New S5’s) | Learners participate in decision-making about their learning pathways and future career aspirations.  Staff are aware of young people intended destinations and can provide information, curriculum-based activities and wider achievement opportunities for individuals and groups as appropriate.  All learners, and particularly those at risk of not securing a positive destination can be targeted for support in identifying and preparing for an appropriate pathway.  Young people will have a greater understanding of the possible careers in each subject, thus informing future career choices and subject choices.  Young people will gain more relevance and context to the learning they do in the school environment, thus enhancing their experiences and learning whilst in individual subjects.  Young people will gain an SQA Steps to Work award.  Young people will have a greater understanding of what a career in the chosen field of interest may be like, informing them with future career choices.  Young people will achieve a number of qualifications and develop core skills, including: C&G Barista, REHIS, First Aid etc.  Young people will work towards an NPA creative nail finishing and nail art at L4 and 5, respectively.  FA’s offer young people the opportunity to gain industry specific experience and qualifications that will stand them in good stead for FE/HE. | Pupil focus group responses.  % of database populated and regular updating of the database.  Professional dialogue and feedback on usability of database.  Reducing numbers of learners without an intended destination.  A sample of young people will be given a questionnaire to assess current career education levels. This will be repeated post-careers focus to ascertain impact.  Pupil feedback from focus group  Feedback  SQA entry numbers compared to previous years – showing increase  Number of young people gaining qualifications.  Pupil Feedback  Observation  College/Pupil Feedback | August 2017  Ongoing  Ongoing  October-February 2017.  June 2018  August 2017  June-November 2017  June 2017-June 2018  August 2017-May 2018 | S Scholes  S Scholes  S Scholes  S McDougall  PTs PC  Faculty Heads.  S.McDougall  S.McDougall  S.McDougall  S.McDougall  S.McDougall |